

Trinity Certificates in ESOL Skills for Life

Level 1

Speaking and Listening sample performances

Trinity marks and comments on candidate performance

Introduction

These notes should be used in conjunction with the DVD/website examples of Trinity ESOL examinations. These video samples were filmed under real exam conditions. Sometimes short edits have been made but these examinations are a true record of what Trinity examinations are all about. They are not presented as examples of 'best practice' and do not attempt to show the perfect examination from either the candidate's or examiner's perspective. Trinity oral examinations are a direct test of a candidate's interactional skills and therefore all the human factors of normal everyday interaction have to be taken into account when observing them.

Whilst you're watching, concentrate on the specific task type as well as on the language and communicative strategies used by the candidate. Refer to the Level 1 syllabus for the task-specific mark schemes for each task. The generic performance descriptors, which are listed in our Introduction Booklet, have been reproduced below, for your reference. Trinity examiners use these to decide the extent to which a candidate has achieved the criteria stated in the task-specific mark scheme.

There are four samples of Level 1 (Trinity Certificates in ESOL Skills for Life Speaking and Listening Level 1) exams.

Generic performance descriptors - Speaking and Listening

These generic descriptors are to be used in conjunction with the Task-specific mark scheme for each task at each level.

For each task at each Entry level, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 4-point scale.

For each task at Level 1 and Level 2, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 7-point scale.

Assessment strands	Secure pass	Pass	Below pass
Coverage of component skills, knowledge and understanding of the level 1. Speak to communicate 2. Listen and respond 3. Engage in discussion	The candidate's contributions provide sustained evidence of good coverage of the relevant component skill/s, knowledge and understanding throughout the task in each of the three standards. The candidate achieves the communicative purpose of the task with ease and independently without the need for support from the examiner.	The candidate's contributions provide some evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate achieves the communicative purpose of the task but may need some support from the examiner to do so.	The candidate's contributions provide limited evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate only partially achieves the communicative purpose of the task even with the support of the examiner.
4. Accuracy, range and appropriacy of the key language items of the level	The candidate uses a wide range of specified items successfully. These are well controlled and are used appropriately and consistently throughout the task. There are few inaccuracies.	The candidate attempts to use a range of the specified items. The candidate's contributions are mostly appropriate for the task and are generally well controlled although some inaccuracies may be evident but do not impede communication.	The candidate produces very few samples of the key language items. These are not well controlled and inaccuracies can impede communication. The candidate's contributions may not, at times, be appropriate for the task.

Level 1

Peter

Please note this examination reflects the 2008 Level 1 syllabus.

Overall result: Pass (42/60)

Results breakdown:

1) Individual Component	Mark
Task 1	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 2	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 3	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
2) Group Component	Mark
Engage in discussion (Ed)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0

Component One: Individual Interview

Task 1

Sc Peter has clearly memorised information which gives an unnatural feel to the conversation and doesn't suit the situation. His intonation is good but his incorrect word stress sometimes makes his pronunciation unclear. However, he doesn't need the support of the examiner. **Lr** The candidate responds to the examiner's questions but seems intent on talking about his own experiences rather than responding directly to what the examiner says. **ARA** Peter uses some nice phrases and corrects himself well. However, he tends to use past simple and past continuous incorrectly and his word order isn't always accurate.

Task 2

Sc Peter chooses a recipe which is fine, but presents it in too much of a list format which isn't developed or logical. He attempts to use some interesting vocabulary but his pronunciation affects the clarity of his communication. Towards the end of the process, Peter also needs support from the examiner. **ARA** Peter's language is quite basic and limited for his level. It is quite repetitive and there is a limited range.

Task 3

Sc Peter's intonation is excellent and he asks relevant questions. He could have perhaps been more polite and formal, and his pronunciation is sometimes a little unclear. **Lr** Peter understands immediately what he is required to do and responds to the examiner. He moves the conversation forward with his own questions. He doesn't fully understand all aspects of the task – though this could be due to the wording of the role play prompt. **ARA** Peter has difficulty with word order in both positive statements and questions and he makes several mistakes using basic tenses.

Component Two: Group discussion

Ed Peter misunderstands the initial prompt and again later, misunderstands the discussion. He asks the other candidates for their opinions and expresses his opinion clearly. However, his phrases for interruption are repetitive and too formal for the situation, and he doesn't seem to be listening to the points the other candidates make. **ARA** The candidate uses tenses and word order inaccurately and demonstrates a limited range of language.

Level 1

Boubecar

Please note this examination reflects the 2010 Level 1 syllabus.

Overall result: Pass (49/60)

Results breakdown:

1) Individual Component	Mark
Task 1	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 2	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 3	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
2) Group Component	Mark
Engage in discussion (Ed)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0

Component One: Individual Interview

Task 1

Boubecar needs very little support in this exchange, asks plenty of questions and narrates a past event clearly (though he does run out of time). This is a secure pass mark only affected by the slight error at the start. His ability to listen and respond is excellent throughout the task. His accuracy is consistent and he uses some complex sentences and phrases (*'...got to the place where we were going', 'How did you get on at the hospital?'*). There isn't a great range of discourse markers, but overall a fairly solid, well-controlled performance.

Task 2

Boubecar expresses statements of fact and speaks clearly. He presents information in a logical sequence and gives detail where appropriate (different ages relating to different types of education). The candidate attempts to use a range of the specified items and his language is generally well controlled (*'In the UK it's called school, but in Guinea it's called college'*). There is good accuracy, but the range of language is not enough for a secure pass.

Task 3

Boubacar's language is fairly formal throughout the exchange. His questions are polite and his answers are clear. Throughout the exchange, Boubacar listens and responds with ease and without assistance from the examiner. The candidate's use of language is accurate and he uses Level 1 tenses when communicating with the examiner (*'I would like to be a monthly member'* and *'the best for me would be...'*).

Component Two: Group discussion

Boubacar makes good contributions to the discussion. He engages with the others and reacts both verbally and non-verbally to what they say. He does interrupt and talk over the others at times, but his performance is still strong. The candidate also uses a reasonable range of the specified items and his language is largely accurate, although he makes repeated errors with basic agreement (*'he have to work...'* and *'he need to change...'*).

OTHER LEVEL 1 GROUP DISCUSSION CANDIDATES**Christian 5, 4**

Christian is concise in his utterances and follows the discussion often without commenting or interrupting. His language is largely accurate but for this level, we do not see a wide enough range of Level 1 tenses. He is brusque at times but this does not derail or affect the general flow of the discussion.

Sardar 5, 4

Sardar's responses are measured and controlled and he tries to use statements which confirm what he is heard, *'I agree with you that...'* Again, there is not a wide enough range of language expected at this level but the accuracy of what he does state is consistent.

Level 1

Maria

Please note this examination reflects the 2006 Level 1 syllabus.

Overall result: Pass (42/60)

Results breakdown:

1) Individual Component	Mark
Task 1	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 2	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 3	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
2) Group Component	Mark
Engage in discussion (Ed)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0

Component One: Individual Interview

Task 1

Maria recounts her personal past event quite confidently and fluently. There are grammatical weaknesses during her contributions but these are compensated for by good communication skills, particularly when questioning the examiner.

Task 2

The candidate's description of a process is too simplistic and informal in style to be entirely appropriate, though it is clear and easy to follow. The range of structures and lexis employed could have been considerably greater and more appropriate.

Task 3

The role-play component highlights Maria's limited grasp of the functional language needed for making enquiries in a formal setting and the range of language produced is barely adequate for this level.

Component Two: Group discussion

Maria makes an acceptable contribution to the group discussion, though she could do more to encourage the other candidates, and her turn-taking skills could be improved. The range, appropriacy and accuracy of her language are adequate for this level.

Level 1

Miriam

Please note this examination reflects the 2006 Level 1 syllabus.

Overall result: Secure Pass (51/60)

Results breakdown:

1) Individual Component	Mark
Task 1	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 2	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
Task 3	
Speak to communicate (Sc)	6 5 4 3 2 1 0
Listen and respond (Lr)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0
2) Group Component	Mark
Engage in discussion (Ed)	6 5 4 3 2 1 0
Accuracy, range and appropriacy (ARA)	6 5 4 3 2 1 0

Component One: Individual Interview

Task 1

The candidate fully achieves the 'listen and respond' strand of the assessment and responds appropriately to the examiner's statements and questions, though her range is somewhat restricted when presenting details of a personal past event.

Task 2

Miriam's description of a process is clear, confident and well-sequenced, making it easy to follow. She was marked highly on both assessment strands.

Task 3

Miriam recognises the formality of the role-play situation at this level and changes her tone to reflect this. She responds promptly and appropriately to the examiner's contributions, coping well with the demands of the situation and fully achieving the 'listen and respond' assessment strand.

Component Two: Group discussion

Miriam plays a constructive part in the group discussion, offering relevant contributions and following the ideas of the other candidates carefully and with ease. She respects their turntaking rights and uses a good range of appropriate language accurately.